

A STUDY TO EXPLORE THE EFFECTS OF LINE OF CONTROL ON EDUCATION

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ABSTRACT

This study was conducted to know the effects of line of control on education in Azad Jammu and Kashmir. The objective of the study was to assess the effects of conflict/Line of Control on Education. The research questions were; what are the educational challenges faced by students and teachers living near the line of control and how does the existence of a line of control impact access to education for individuals living in border regions. The study was descriptive in nature and the tool for data collection was a questionnaire. The population of the study was the Schools near line of control in Azad Jammu and Kashmir. Data were collected from the sampled population. It was analyzed by using simple percentage and expressed in graphs. The major findings were that both teachers and students faced many problems because of line of control and it left bad influence on the learning of the students. It was recommended that the government may improve access to education by constructing more schools and colleges, providing transportation facilities, and promoting literacy programs.

Keywords: Education, Line of Control, Conflict, Access, students.

1. INTRODUCTION

Conflict can be defined as a state of discord or disagreement that arises when individuals or groups hold opposing views, interests, or objectives, and perceive a threat to their needs, beliefs, or values. It may encompass diverse forms, including interpersonal clashes, social disputes, or international tensions (Coleman-2003). Education is the systematic international process of promoting learning, growth, and development in individuals through the acquisition of knowledge, skills, values and attitudes. It involves interactions within formal and informal settings that facilitate intellectual, emotional, and social advancement (Domino-2019).

Conflict has a significant impact on education in various ways. Conflict, whether it's in the form of violence, political instability, or social unrest,

can disrupt the learning environment. Schools may be forced to close, and students and teachers might not feel safe attending classes. Conflict leads to displacement, Migration, or the destruction of educational infrastructure, making it difficult for students to access schools and educational resources.

Teachers and students affected by conflict may struggle to focus on teaching and learning, leading to a decrease in the quality of education being delivered (World Bank-2019).

Education in conflict and crisis situations has emerged as a new challenge to be addressed by the international community. Indeed, the initial optimism of a post-Cold War world based on peace has given way to the recognition of the spread of social, political and ethnic antagonisms. It has come to be recognized that

education and training are key components of international relief responses to the emergencies resulting from these conflicts. There is now an urgency not only to provide rapid educational responses to the consequences of complex emergencies, but also to address the role of education in the root causes of conflict. Rehabilitation and reconstruction processes are now consequently perceived as "windows of opportunity" to redesign educational systems in view of fostering stability and promoting peace (Jomtien, 1990).

1.1. Research Objective

i-Assess the effects of conflict /Line of Control on Education.

1.2. Research Questions

i-What are the educational challenges faced by students and teachers living near the line of control?

ii- How does the existence of a line of control impact access to education for individuals living in border regions?

2. LITERATURE REVIEW

Case study and ethnographic research enriches our understanding of these mechanisms, such as how local dynamics inform this relationship and how combatants themselves see education as relating to conflict (Østby & Urdal, 2010). For example, in-depth interviews complement survey research to show that youth join rebel movements in part due to lack of access to education (Brett & Specht, 2004). Significantly, the ameliorating effect of education on the propensity to participate in hostilities has been called into question in the context of terrorism, one type of violence posited to attract disaffected and undereducated youth, and more recently in the absence of other governance reforms. Indeed (Krueger, 2003) found no link between education level and support for terrorism. Hezbollah combatants killed in the late 1980s and early 1990s tended to have greater secondary education attainment than noncombatants, and Israeli Jews involved in terrorism during the 1980s tended to be particularly well educated. Given youth anger toward injustice, a recent report suggests that interventions aiming to cultivate civic education in the absence of governance reforms may stoke

violence rather than decrease it (Proctor, 2015) Taking into consideration the presence of political dissatisfaction adds important nuance to this discussion. However, the high education levels of some terrorists may suggest that terrorist groups prefer to select highly educated people, not that the educated are more likely to attempt to join them (Berrebi & Fair, 2007). Education also interacts with support for terrorist and militant groups and their activities among the general population. For example (Shafiq, 2011) found that in some countries higher levels of educational attainment indicate greater support for suicide bombing when education is mediated by political dissatisfaction. Similarly (Afzal, 2013) found that better educated men in Pakistan are more likely to support the Pakistani Taliban, yet better educated women are less likely to support terrorist organizations. As Afzal showed, disaggregating results according to gender is a critical area of inquiry that deserves more attention. In sum, much of the data reviewed above suggest that the benefits of increasing access to education outweigh the potential risks. Governments should seek to provide equitable access to education at all levels and for all groups. The post-September 11 focus on fragile states has underscored the importance of examining the relationship between education and conflict and increased interest in assessing programs designed to mitigate these effects. To understand better how education affects conflict, it is important to assess the role education plays as it interacts with other factors in specific contexts. In particular, region and economic structures may matter in order for access to have a positive effect, as might the quality of education and its relevance to job prospects (Brockhoff, 2014). Individual-level mechanisms that lead toward conflict as well as the extent to which and how educational access plays a role as conflict continues are especially important to understand. More ethnographic research that examines the ways in which educational access matters to actors involved in conflict would be helpful in this regard. We next turn to the effects of conflict on educational access. 628 Conflict Reduces Access to Education It is perhaps intuitive that conflict may reduce access to

education. War destroys schools, damages school systems, and injures or kills students and teachers, with consequences for education. In addition, combatants may attack schools, rendering them unusable, and intimidate students and teachers to prevent them from attending (Burred, 2014; Glad, 2009; Human Rights Watch [HRW], 2006, 2010a, 2010b; O'Malley, 2010; Save the Children, 2013; Somers, 2005). NGOs such as HRW and UNESCO have recently begun to document the most direct of these effects, gathering data on attacks on education (e.g., HRW, 2006, 2010a, 2010b, 2011; O'Malley, 2007, 2010). The Global Coalition to Protect Education from Attack was founded in 2010 to isolate attacks from other education issues and focus specifically on this phenomenon. The type and intensity of the armed conflict affect educational access, as doe's baseline educational access before conflict. Drawing on available household-level data sets, several empirical studies investigated how exposure to conflict affects children's schooling in order to understand long-term consequences for human capital formation (e.g., Akresh& de Walque, 2008; Dabalen& Paul, 2012; Shemyakina, 2011; Valente, 2011; Verwimp& Van Bavel, 2013). Specifically, these studies measured the direction and magnitude of the effects of violent conflict on educational attainment and its relationship to the employment status of those exposed to the conflict. The studies reached different, and sometimes contradictory, conclusions. In general, conflict lowers access to education. A cross-country quantitative analysis of worldwide UNESCO data from 1980 to 1997 lent support to this conclusion, showing that war leads to a 1.6 to 3.2 percentage point decline in enrollment (Lai &Thyne, 2007). Whether this impact is greater for younger or older children, however, depends on context and time. Some studies have shown that conflict reduces younger children's access to education more than older ones. For example, 4 years after the fighting ended in the Ivory Coast, children attending school in the most violent areas during the conflict had attained almost a full year less of education than those educated in the same areas before the conflict (Dabalen& Paul, 2012)

Children in genocide-affected areas of Rwanda were significantly less likely to complete fourth grade and attained a year and a half less of school than those in other parts of the country. The impact was greater for children who were younger at the time of the genocide (Akresh& de Walque, 2008).

3. METHODOLOGY

3.1 Nature of the study

This study was descriptive in nature. Data were collected from the selected sample. The tool for data collection was questionnaire. The questionnaire was made to know the problems faced by the students and teachers because of line of control.

3.2 Population of the Study

The population of the study is one of the major part of research. The population of this study consists of Schools of Azad Jammu and Kashmir located near the line of control. The total number of teachers was 36.

3.2 Sample of the Study

The sample of the study was selected by using simple random sampling technique. Teachers selected were 36 from Schools of Azad Jammu and Kashmir near line of control.

3.4 Research tools for the research

Research tools are the important tools for data collection. Researcher developed a research instrument with the help of supervisor. Research tool was: Questionnaire with Likert scale, with only two options. However, few items have more details, if respondent tick on yes, so get more details.

3.5 Data Collection

As the research study was descriptive in nature so the researcher collected data from the teachers of the selected schools near line of control in Azad Jammu and Kashmir. Questionnaire was distributed to the sampled teachers and returned back the filled ones for analysis. Likert

Scale for questionnaire was used to collect data. The options of the Likert scale were, agree "A", strongly Agree "SA", Undecided "UD", strongly Disagree " SDA" and Disagree "DA".

3.6 Validity of Tool

The research tool was questionnaire. The questionnaire was validated by research expert panel.

3.7 Data Analysis

The collected data were analyzed through graphs and tables by applying simple percentage for interpretation purposes. The graphs and tables were explained in Brief for readers.

4. RESULTS

4.1. Responses of the Teachers about effects of LOC on education

Table 1. Line of control impacted access to educational institutions in your area.

	Yes	No
Frequency	36	0
Percentage	100%	0%

Figure 1. Line of control impacted access to educational institutions in your area.

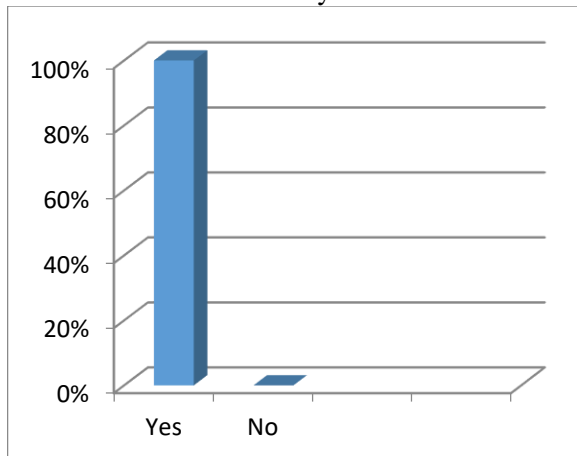


Table No.1 reflected that yes responses were 100% as showed in graph as well, and no responses were 0%. The table and graph description indicated that all the teachers are agreeing with the statement. So, this is clear from the data that line of control impacted access to educational institutions in Azad Kashmir.

Table 2. If yes Q # 1- How?

	Damage of school building	Damage of tracks	Risk of life due shelling	Any others
Frequency	11	05	28	0

Percentage	30%	13%	77%	0%
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Figure 2. If yes Q # 1- How?

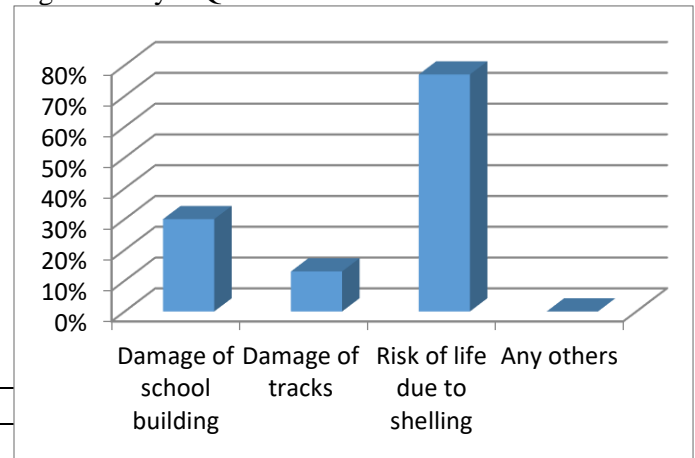


Table no 02 reflected that 77% of the Teachers opined that they felt risk of life due to shelling, while 30% of the teachers responded that due to shelling their school buildings were damaged and 13% of the Teachers responses showed that there was damage of tracks due to shelling. This means that most of the teachers have Risk of life due to shelling. Graph description shows that line of control impacted badly on the students and teachers life.

Table 3.Schools being closed because of shelling at line of control?

	Yes	No
Frequency	35	01
Percentage	98%	02%

Figure 3. Schools being closed because of shelling at line of control?

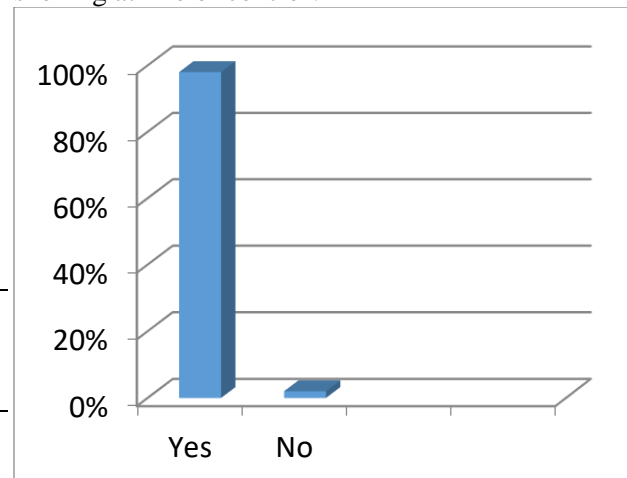
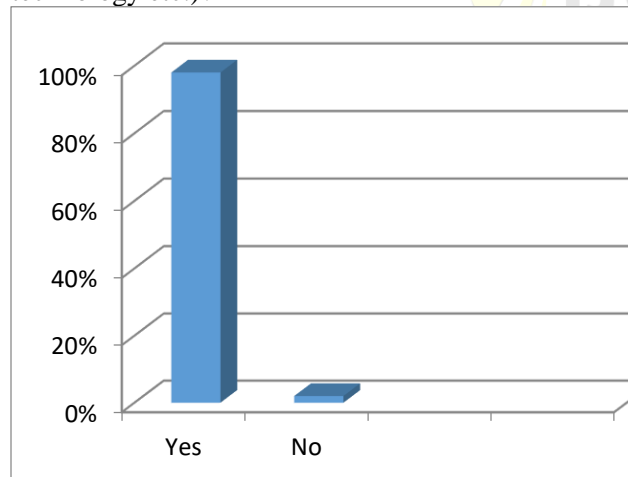


Table and Graph No 3 results revealed that 98% teachers responded yes and 02% responded no. Teachers and students during shelling feel emotional stress as it is obvious from the graph representation. Teachers and Students were completely locked at home during shelling at line of control. Their educational activities are stopped so they were feeling anxiety. 98% of the Teachers said that they feel tension but little percentage of the teachers about 02% not agree about this statement. Now it is clear that schools being closed because of shelling at line of control.

Table 4. Line of control affected the availability of educational resources such as (books, technology etc.)?

	Yes	No
<i>Frequency</i>	35	01
<i>Percentage</i>	98%	02%

Figure 4. Line of control affected the availability of educational resources such as (books, technology etc.)?

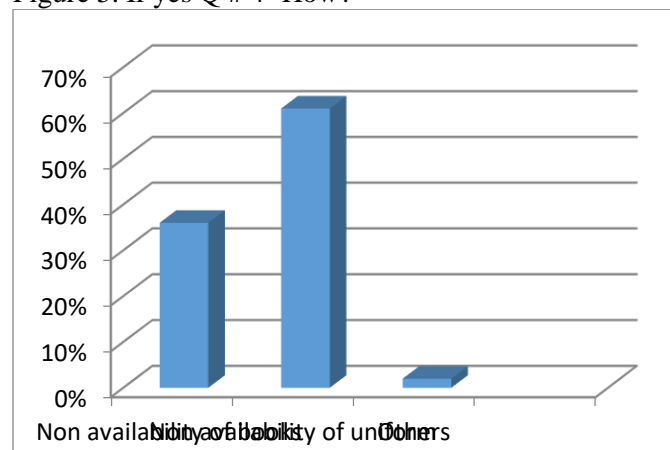


It is observed from the graph that 98% Teachers responded yes while 2% responded no which means that line of control affected the availability of educational resources. Due to lack of educational resources, students are suffering academically. Because when educational resources are not available, teachers cannot teach and students can't learn properly.

Table 5. If yes Q # 4- How?

	Non availability of books	Non availability of uniform	Others
<i>Frequency</i>	13	22	01
<i>Percentage</i>	36%	61%	02%

Figure 5. If yes Q # 4- How?

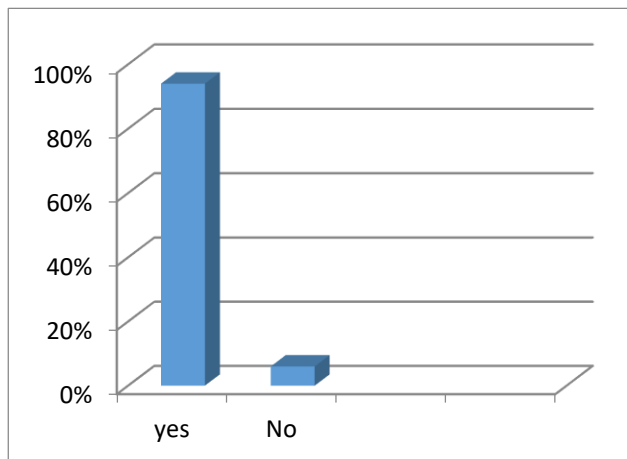


It is indicated from the graph that 61% Teachers faced the challenge of non-availability of uniform 36% face non availability of books in educational institutions at line of control. It means a large number of Teachers and students faced the challenge of lack of resources at line of control.

Table 6. Line of control influenced the quality of education in your region?

	Yes	No
<i>Frequency</i>	33	03
<i>Percentage</i>	92%	08%

Figure 6. Line of control influenced the quality



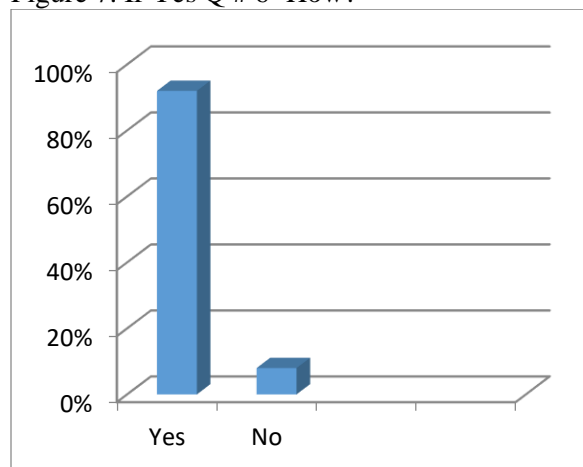
of education in your region?

92% Teachers responded yes while 8% responded no which means that a large number of Teachers are agree with the statement. Graph representation shows that line of control influenced the quality of education in Azad Kashmir.

Table 7.If Yes Q # 6- How?

	Schools remained closed most of the time	Disturbance of classes at the occasion of shelling	Low attendance	Others
Frequency	10	0	05	0
Percentage	27%	5%	13%	0%

Figure 7. If Yes Q # 6- How?

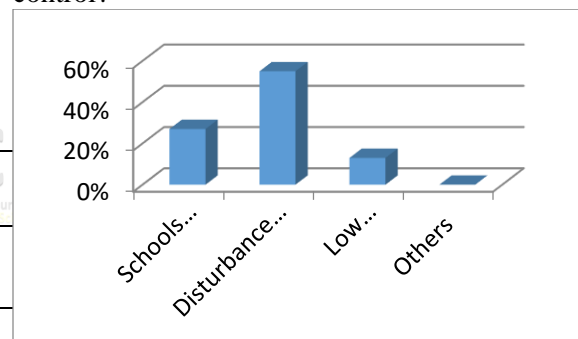


It is indicated from the graph that education near line of control is not easy.55% teachers highlight the issue of disturbance of classes at the occasion of shelling, 27% teachers highlight the issue of schools remained closed most of the time and 13% teachers highlight the issue of low attendance of students. It is now concluded that most of the teachers do not take classes because of shelling.

Table 8. In your opinion- are there any challenges in recruiting teachers near the line of control?

	Yes	No
Frequency	34	02
Percentage	94%	06%

Figure 8. In your opinion- are there any challenges in recruiting teachers near the line of control?



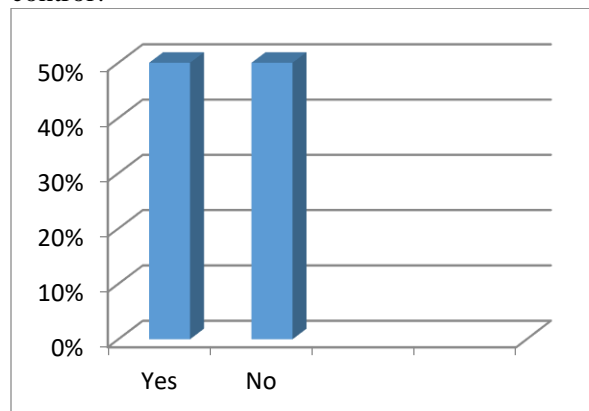
It is observed from graph that 94% teachers responded yes while 6% teachers responded no which means that 94% teachers are agree with the statement. So from the maximum yes responses indicated that recruitment of teachers near line of control is also a challenge.

Table 9. Is there any initiatives taken by the government or non-government institutions to support education in areas affected by the line of control?

	Yes	No
Frequency	18	18
Percentage	50%	50%

Figure 9. Is there any initiatives taken by the government or non-government institutions to

support education in areas affected by the line of control?

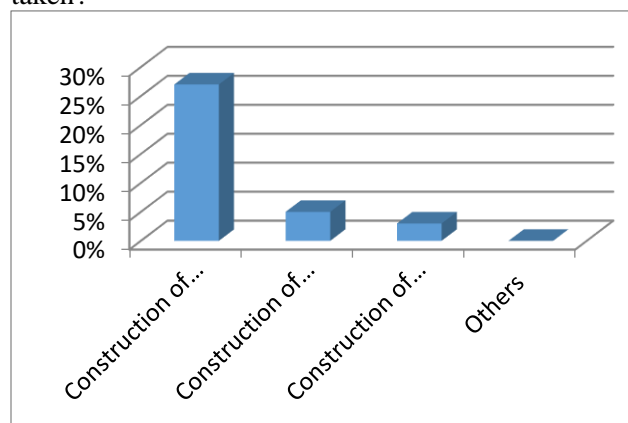


It is revealed from the graph that 50% teachers responded yes and 50% teachers responded no. It means that 50% initiatives were taken by the government or non-government institutions to support education in areas affected by the line of control and 50% were not.

Table 10. If yes- Question # 9- what initiatives taken?

Construction of shelling proof building	Construction of bankers	Construction of concrete walls around schools	Others
Frequency	13	08	
Percentage	27%	5%	3%

Figure. 10. If yes- Question # 9- what initiatives taken?



It is revealed from the graph that 27% teachers claimed the initiative of construction of shelling proof building were taken by government and non-government institutions, 5% claimed the

construction of bankers and 3% claimed the construction of concrete walls around schools.

5. Findings:

- i. Educational institutions are affected by line of control in terms of damage of school building, damage of tracks, and risk of life due to shelling.
- ii. Education is suffered due to closure of schools, non-availability of educational resources, and disturbance of classes on the occasion of shelling near LoC.
- iii. Teachers and students were not completely satisfied with initiatives taken by the government and non-government institutions.
- iv. Teachers did not focus on their teaching due to challenging situation around LoC.
- v. Educational activities disturbed because of security reasons related to LOC.
- vi. Teachers suggested that in order to improve the education near LOC, to provide educational resources and ensure teachers training.

Recommendations:

- i. Government may provide educational infrastructure in LOC areas like building schools and other safe places around schools, so children may be safe during any adverse situation.
- ii. There should be professional development of teachers to handle the unwanted situation.
- iii. Recruiting skilled teachers (who can handle the threats around LOC) to ensure quality education despite.
- iv. Involve local communities in decision making processes related to education.. Above mentioned recommendations can significantly mitigate the adverse effects of the LOC on education.

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